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ABSTRACT

This report of statewide enrollments in Connecticut public schools based on enrollments through October 1988 includes projections for: (1) elementary; (2) middle/junior high; (3) high; (4) kindergarten, grade 8, and grade 12; and (5) racial/ethnic groups. Information on the following background factors are also included: (1) births; (2) high school attrition; (3) migration; and (4) nonpublic enrollments. Some highlights of the report include: (1) total enrollment declined between 1971 and 1988, but will rise steadily over the next 14 years; (2) elementary enrollment will increase 21.1 percent over the next nine years; (3) middle/junior high enrollment declined 38.3 percent between 1974 and 1988, but will rise 36 percent by 2002; (4) senior high enrollment will continue to decline for the next three years, but will increase again between 1991 and 2005; (5) kindergarten enrollment will increase until 1995 and then decline until 2005; (6) grade 8 enrollment will decline over the next year, increase until 2003, and then decline again; (7) grade 12 enrollment will decline further until 1993, and then rebound sharply by 20005; (8) minority enrollment will increase from 23.6 percent in 1988 to 30.9 percent of the school population by 2005, and Hispanic students will comprise the predominant minority group by 2004; (9) nonpublic school enrollment has declined from 14.1 percent of the school population in 1983 to 12.9 percent in 1988. Implications of these trends are discussed. Statistical data are included on 12 graphs. A discussion of the projection methodology and the following tables of statistical data are appended: (1) public school enrollment, 1970-2005; (2) enrollment in selected grades, 1970-2005; (3) state births, 1960-2000; and (4) nonpublic school enrollment, 1960-88. (FMW)

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CONNECTICUT ENROLLMENT PROJECTIONS TO THE YEAR 2005

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CONTENTS

Executive Summary	iii
Introduction	1
Projected Enrollment	1
Projected Enrollment in Selected Grades	3
Minority Students	5
Factors in the Projection	6
Accuracy of Prior Projections	8
Summary and Implications	9

Figures

Figure 1.	Total Enrollment 1970 to 2005	1
Figure 2.	Elementary Enrollment 1970 to 2005	2
Figure 3.	Middle/Junior High Enrollment 1970 to 2005	2
Figure 4.	High School Enrollment 1970 to 2005	3
Figure 5.	Kindergarten Enrollment 1970 to 2005	3
Figure 6.	Grade Eight Enrollment 1970 to 2005	4
Figure 7.	Grade Twelve Enrollment 1970 to 2005	5
Figure 8.	Minority Share of School Population 1980 to 2005	5
Figure 9.	Births 1960 to 2000	6
Figure 10.	High School Attrition 1972 to 1987	7
Figure 11.	Estimated Migration 1976 to 1988	7
Figure 12.	Nonpublic Enrollment of Connecticut Residents 1965 to 1988	8

Appendices

A.	Projection Methodology	10
B.	Enrollment in Connecticut Public Schools 1970 to 2005	11
C.	Enrollment in Selected Grades 1970 to 2005	12
D.	Births to Connecticut Residents 1960 to 2000	13
E.	Nonpublic Enrollment of Connecticut Residents 1960 to 1988	14

EXECUTIVE SUMMARY

This is the first of two reports on enrollment projections that the Bureau of Research and Teacher Assessment will prepare. This report, *Connecticut Enrollment Projections to the Year 2005*, presents statewide public school enrollment trends. In February 1990, a report on local enrollment trends will be presented.

This report of statewide enrollments includes projections for elementary (K-5), middle/junior high (6-8), and high (9-12) schools, projections by selected grades (kindergarten, Grade 8, and Grade 12), projections by racial/ethnic groups, and information on the factors behind the projections: births, high school attrition, migration, and nonpublic enrollments.

Highlights of the report include:

- Total enrollment has bottomed out this year at 464,445 students. It has been as high as 675,949 in 1971. Total enrollment is expected to increase steadily for the next 14 years, peaking at about 562,000 students in 2002. Thereafter, a period of slow but steady enrollment declines is projected.

- Elementary enrollment (Grades K-5) is expected to increase for nine more years, reaching about 266,000 students in 1997. This figure is 21.1 percent above the 1988 count of 219,528. Between 1997 and 2005, elementary enrollments are forecast to decline by about 20,000 students.

- Between the 1974 peak and 1988, enrollment in Grades 6-8 declined 38.3 percent from 155,324 to 95,837 students. Middle/junior high enrollment is expected to increase through 2002 when there will be about 34,500 pupils (36%) more than today.

- Senior high enrollment is projected to decline for the next three years, dropping by 9,800 students from the 1988 level of 132,067. This continues the decline that started in 1975 when enrollments peaked at almost 201,000 students. After 1991, high school enrollment is projected to increase to 165,000 by the year 2005.

- Kindergarten enrollment is expected to increase from its current level of 38,538 to over 45,000 in 1995 and then decline to about 42,200 by 2005.

- Grade 8 enrollment is expected to decline from today's level of 31,745 to about 31,100 students in the fall of 1989, increase to about 43,300 students in 2003, and then begin another decline.

- Enrollment in Grade 12, which has been as high as 44,714 (1975), is expected to decline further from the October 1988 level of 32,962 students to about 26,600 in 1993, and then rebound to almost 36,500 seniors by the year 2005.

- Minority enrollment is expected to increase from 23.6 percent in 1988 to 30.9 percent of the public school population by 2005. Hispanics are expected to be the predominant minority group in 2004.

- The state's nonpublic schools enrolled 68,559 Connecticut residents in 1988. This represents 12.9 percent of the state's resident students. Five years ago these schools enrolled 80,388 students, or 14.1 percent of the school population.

Implications of the trends in enrollments include:

- Increasing kindergarten and elementary enrollments may make it difficult for districts to find the space in existing elementary schools to house extended-day kindergarten programs.

- Colleges, the military, and employers will be recruiting from a reduced pool of graduates. Students who leave high school early (attrition was 7.1 percent between 1987 and 1988) represent a pool of potential graduates who could be assisted through dropout prevention programs and adult education programs targeted at 16- to 20-year olds.

- Districts face at least three alternatives to cope with increasing elementary enrollment: (1) add to existing space or construct new facilities, (2) reallocate existing space, or (3) increase class sizes.

- The repercussions to declining secondary enrollment may include: (1) layoffs of the most recently hired staff including those recently trained in Connecticut's teaching competencies, (2) reassignment of teachers to other levels within the district, and (3) a reduction in the number of people trained in secondary subjects who consider teaching as a career.

- Declining high school enrollments may force some districts to consider a) curtailing elective programs, b) entering cooperative programs with neighboring schools, c) incorporating video technology in their programs, or d) regionalization.

INTRODUCTION

The Connecticut State Department of Education has been publishing reports on statewide enrollment projections for over 30 years. In 1984, *Public School Enrollment Projections Through 2000* was published. This new report presents a projection to the year 2005 based on enrollments through October 1988 and a projection of births through the year 2000 . The projection of births has been based on births recorded to Connecticut residents, and on the United States Census Bureau estimates/ projections of Connecticut women of child-bearing age. The enrollment projection covers the 166 local and regional public school districts, the six Regional Educational Service Centers, the three endowed and incorporated academies, the Regional Vocational-Technical Schools, and the three Unified School Districts.

Enrollment changes impact many critical areas of policy. School facilities may have to be built or expanded to accommodate enrollment growth. Extended-day kindergarten can be considered by districts if they have sufficient space. In-school day care is subject to available space. Offering of college-level courses can depend on having sufficient numbers of seniors to fill them. Demand for teachers is also affected by enrollment changes. Not only are current teachers affected through layoffs or reassignment, but also the future supply of teachers can be disrupted if people perceive there are few jobs available.

PROJECTED ENROLLMENT

The projections of enrollment have been broken into total, elementary (kindergarten - Grade 5), middle/junior high school (Grades 6-8) and high school (Grades 9-12). Districts with different grade configurations may expect similar trends, but the peaks and valleys may differ by a year or two. The trends are presented graphically in the body of the report; the reader desiring the actual numbers should refer to the appendices.

Total Enrollment. For seventeen years total enrollment has declined. Between the 1971 peak of 675,949 students and 1988, enrollments fell by 211,504 students. The decline in total enrollment is projected to end this fall. The fall 1989 count is expected to be about 70 students more than last year's count of 464,445 students. We anticipate a period of growth that is expected to last fourteen years and result in enrollment increases of about 100,000 pupils over the 1988 count.

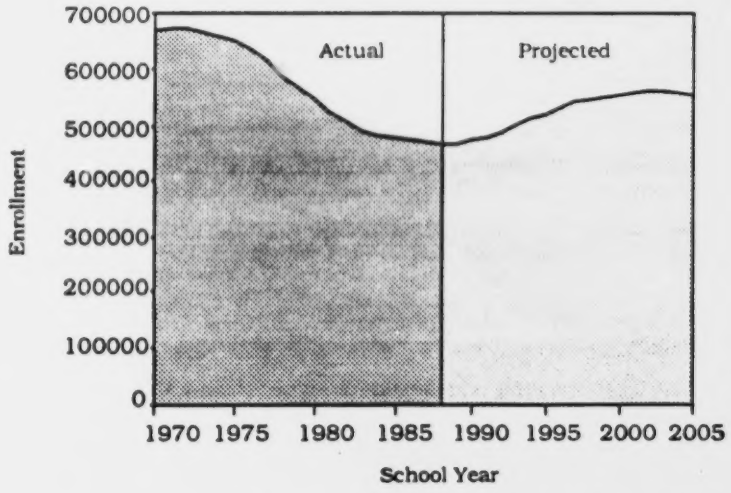

Figure 1, Total Enrollment 1970 to 2005

Elementary Enrollment. Enrollment in the elementary grades is now in the midst of an upward cycle that began in 1984 and is expected to last until 1997. This upward cycle follows a downward cycle that lasted from 1970 through 1983. Enrollment in Grades Kindergarten through 5 peaked in 1970 at 324,390 students. For thirteen consecutive years, enrollment in these grades declined by a total of 127,732 students or 39.4 percent. Between the 1983 low and 1988, elementary enrollment grew by 22,870 students. Through 1997 it is projected to grow by an additional 46,400 students, or about 2.2 percent per year. Starting in 1998, elementary enrollment is projected to begin another downward cycle that is expected to

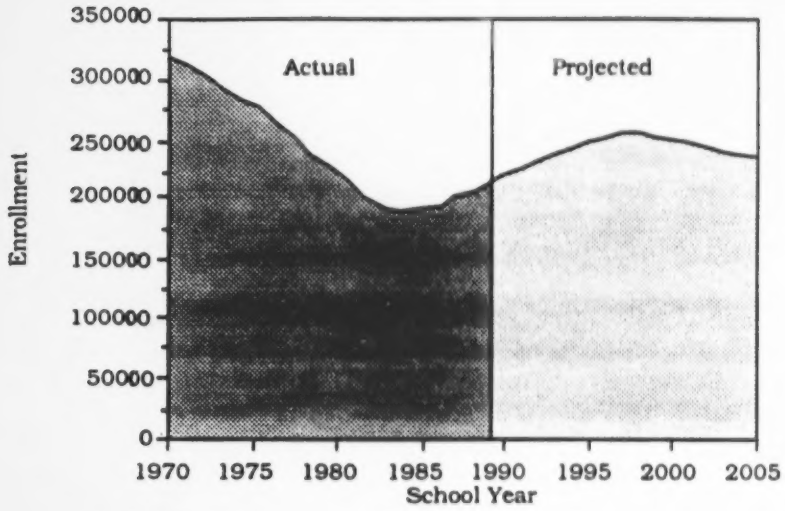

Figure 2. Elementary Enrollment 1970 to 2005

result in a decline of about 20,000 youngsters by the year 2005. Declines are expected to continue beyond 2005 as the United States Census Bureau is projecting a 5.4 percent reduction in the 5- to 9- year-old population of Connecticut between 2005 and 2010.

Increasing elementary enrollment has many implications. The number of elementary teachers has already increased and further increases are anticipated. Many communities will need to find space to house the influx of students. Options include the building of new facilities, addition to existing facilities, purchase or lease of temporary facilities, reopening of closed facilities, reallocation of existing space within an existing facilities (e.g. the conversion of art or music rooms into classrooms), and increased class sizes. Since the elementary enrollment increases began in 1984, many districts have already taken action. With the increase in elementary enrollment anticipated to last only through 1997, the time for state action to encourage building of schools serving more than one district or to provide space for early childhood programs is limited. Planning for these alternatives should begin now.

Middle/Junior High Enrollment. The year 1988 marked a turning point in enrollment in Grades 6-8. From its 1974 peak of 155,324 students enrollments in middle/junior high schools declined 38.3 percent to 95,837 students in 1988. Although both 1986 and 1987 enrollments were recorded below the 1988 count, they did not include an estimated 2,000 special education students who were reported under the ungraded category those years. For the next 14 years enrollment in these grades is expected to grow an average of 2.2 percent per year, reaching over 130,000 students by 2002.

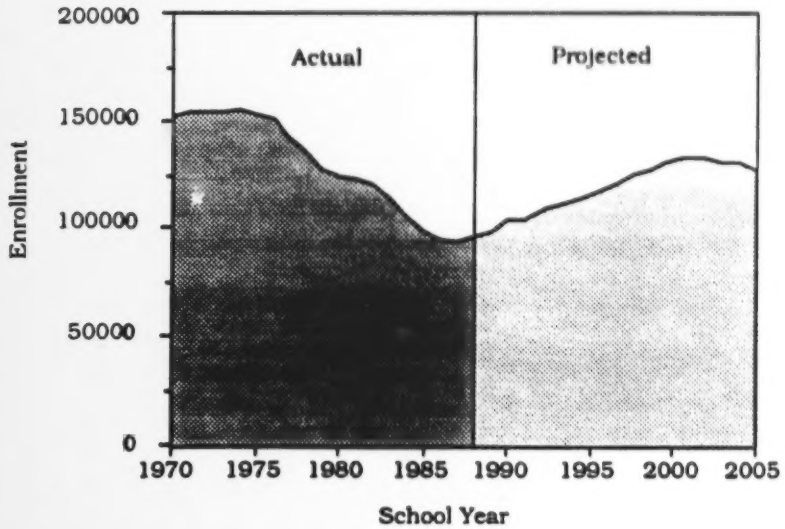

Figure 3, Middle/Junior High Enrollment 1970 to 2005

High School Enrollment. Enrollment in Grades 9-12 is expected to continue through 1992 the decline that began in 1976. In 1975 enrollment in Grades 9-12 was almost 201,000 students. By the fall of 1988 the enrollment was slightly over 132,000. This fall alone we anticipate that enrollment in these grades will be down 6,200 students, or 4.7 percent, from last year. We further anticipate that the decline will bottom out in 1992 at about 123,100 students. A period of growth is expected after 1992 that will increase high school enrollments to about 165,500 students in 2005.

The decline in high school enrollment has both positive and negative implications. The dampened demand for secondary teachers has resulted in few Connecticut districts reporting problems finding secondary mathematics and science teachers, subject areas in which shortages have been reported in other parts of the country. Class sizes and thus teacher workloads have been reduced.

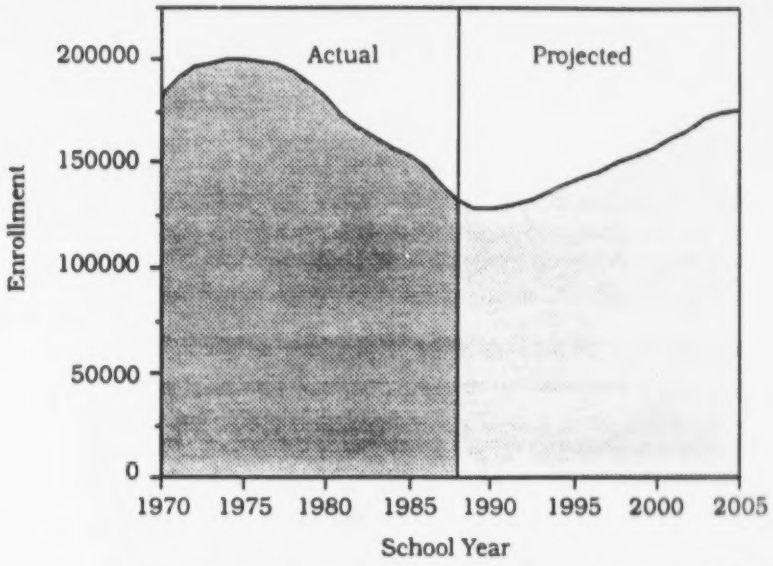

Figure 4, High School Enrollment 1970 to 2005

Enrollments in Advanced Placement courses are up, indicating that districts to date have been able to preserve advanced courses despite declining enrollments. However, this fall there have been reports of layoffs of teachers and the reassignment of teachers to lower grades within districts. Layoffs are most likely to affect the recent graduates trained in the Connecticut teaching competencies and graduates of the Alternate Route Program. If people perceive that there are few job opportunities in secondary education, they are likely to consider alternate careers. This has the potential of reducing the supply of teachers in the mid to late 1990s when retirements and increasing enrollments are expected to increase demand. The low number of high school graduates in the mid 1990s is likely to translate into fewer college graduates in the late 1990s, which could also reduce the potential supply of new teachers.

PROJECTED ENROLLMENT IN SELECTED GRADES

In order to get a better understanding for the effect of enrollment trends, we will examine enrollment changes in kindergarten and Grades 8 and 12. These grades represent transition points in education and provide specific indications of the enrollment trend. The relationship between births and enrollments will become more apparent here as the trends in kindergarten, Grade 8, and Grade 12 tend to lag the birth trends by 5, 13 and 17 years, respectively.

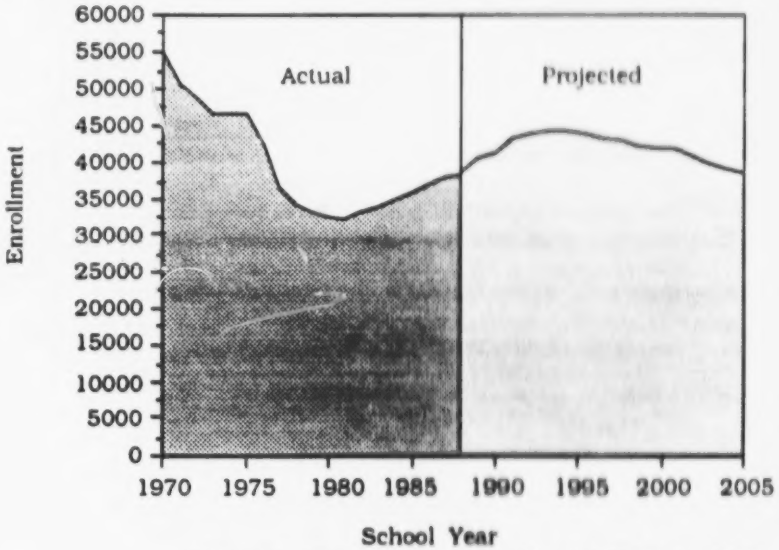

Figure 5 , Kindergarten Enrollment 1970 to 2005

Kindergarten. Enrollment in kindergarten has been increasing since 1981 and is expected to continue to increase through 1995, lagging the birth trend by five years. Enrollment in kindergarten has increased 20.1 percent from the 1981 low of 32,094 youngsters to the 1988 count of 38,538 youth. This fall about 900

students more than last year are expected to be enrolled. Kindergarten enrollment is expected to increase through 1995 when it is projected to reach over 45,000 children, or 16.9 percent above the fall 1988 figure.

The expansion of extended-day kindergarten programs is a priority of the State Board of Education. In 1987, 32 of the state's 158 elementary districts offered an extended-day program to all or some of their students. In October 1987, there were 1,989 (4.7% of all kindergarten students) enrolled in extended-day classes and 4,797 (11.3%) enrolled in full-day classes. Of the 16 districts that offered extended-day or all-day classes to all kindergarten students, 13 are located in Fairfield County.

Space and cost may be limiting factors in the development of extended-day kindergarten programs. With both kindergarten and elementary enrollments expected to grow for the next several years, many districts that would consider extended-day programs, as well as day care or other programs in early childhood education, may not be able to do so because of space constraints.

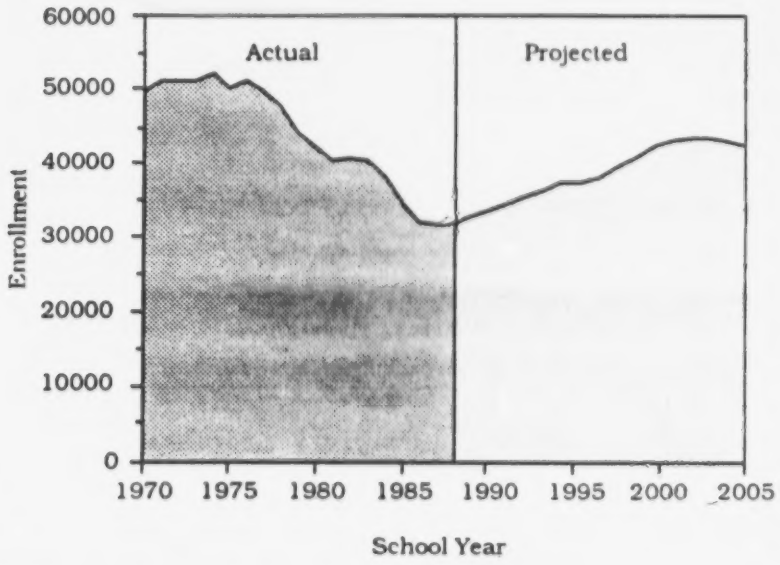

Figure 6. Grade Eight Enrollment 1970 to 2005

Grade 8. Enrollment in Grade 8 peaked in 1976 at 50,932 students. In the fall of 1988 it was 31,745. This fall we anticipate enrollment will be down by an additional 600 students. Starting in 1990 and continuing through 2003, enrollment in Grade 8 is expected to grow, ultimately reaching about 43,300 students.

Most vocational-technical school students are recruited from Grade 8. Knowledge of the trends in this grade will assist policy-makers in the Regional Vocational-Technical (RVT) schools to make informed decisions. With more students in the recruitment pool, the RVT schools should have the option of expanding enrollment or increasing selectivity to meet the goal of making each school's population reflective of the population it serves.

Grade 12. The number of twelfth graders is predictive of the number of students who will be available for college, the military or the civilian work force. For the past three years the number of June graduates has been 95.3 percent of the number of October twelfth graders the prior year. The number of twelfth graders in Connecticut peaked at 44,714 in 1975. By October 1988, the number of seniors had declined by 11,752, or 26.3 percent, to 32,962 students. Further declines are projected. The number of seniors is expected to be about 26,600 in October 1993. After 1993, increases are expected, reaching almost 36,500 students by 2005.

If current patterns hold, the class of 1994 (the 12th graders of 1993) will have about 25,300 graduates with 17,000 furthering their education and 7,300 entering the work force. In contrast, the class of 1988 had 33,041 graduates, with 22,238 furthering their education and 9,518 entering the labor market. The number of graduates is not expected to return to current levels until the class of 2004.

To date, the colleges in Connecticut and the Northeast have been spared the brunt of the decline in

the number of graduates because a greater percentage of the graduates decided to further their education. The percentage of graduates furthering their education steadily increased from 58.3 percent for June 1978 graduates to 67.3 percent in 1988. Thus, while the total number of graduates declined by 21.4 percent, the number furthering their education declined only 9.6 percent. Even if the percentage of graduates going to college continues to increase at the same rate as the past ten years, a 16 percent decline in the pool of college applicants from Connecticut by June of 1994 is forecast.

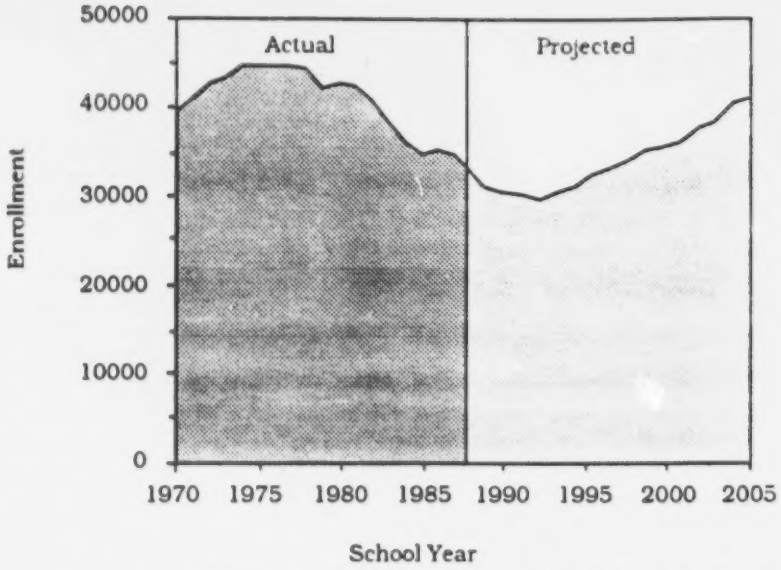

Figure 7, Grade Twelve Enrollment 1970 to 2005

As more high school graduates have opted to go to college, the number of students entering the labor market has dwindled significantly. The 7,300 students projected to enter the work force in 1994 (based on current rates) is half the number who entered in 1978. The number could decline further if the trend toward college attendance continues. We should also consider the impact of a labor shortage on the wages paid to part-time student workers. Increased wages could be an inducement for a marginal student to drop out of school to take an entry-level position, or divert time away from the studies and extracurricular activities of students who remain in school.

MINORITY STUDENTS

Minority students are projected to make up a greater proportion of the student population in the future. Between 1980 and 1988 the percentage of minority students grew from 18.0 to 23.6. By 2005 the public school population is expected to be 30.9 percent minority students.

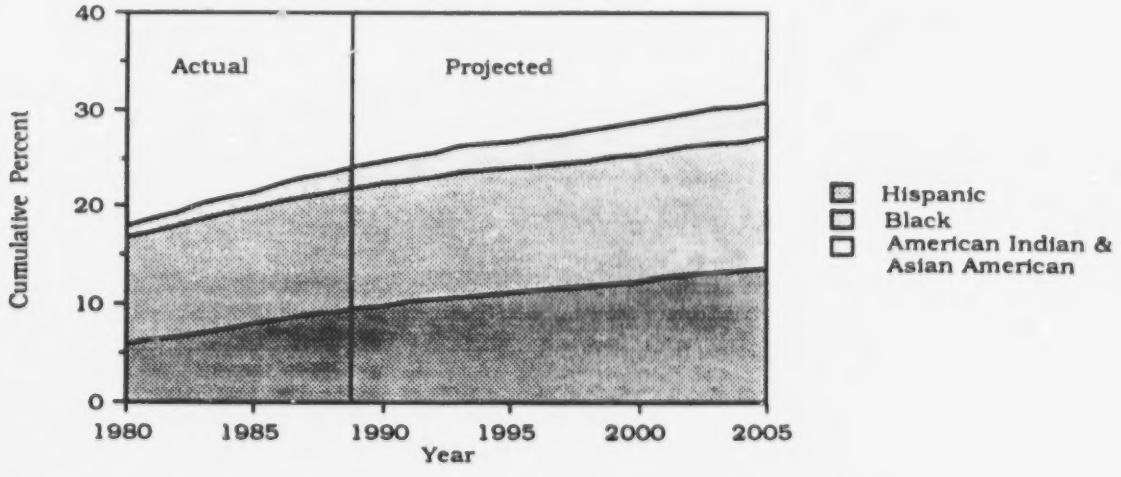

Figure 8, Minority Share of School Population 1980 to 2005

The composition of the minority population is expected to change gradually. In 1988 the student population was 0.2 percent American Indian/Alaskan Native, 2.0 percent Asian American, 12.2 percent black, and 9.2 percent Hispanic. In the year 2005 the student population is expected to be 0.2 percent American Indian/Alaskan Native, 3.5 percent Asian American, 13.4 percent black, and 13.7 percent Hispanic. Hispanics are expected to surpass blacks as the predominant minority group in 2004.

FACTORS IN THE PROJECTION

While the methodology used for these projections does not isolate individual factors of births, attrition, migration and nonpublic school enrollment, knowledge of the recent historical and anticipated future trends on each is essential in understanding the enrollment projection.

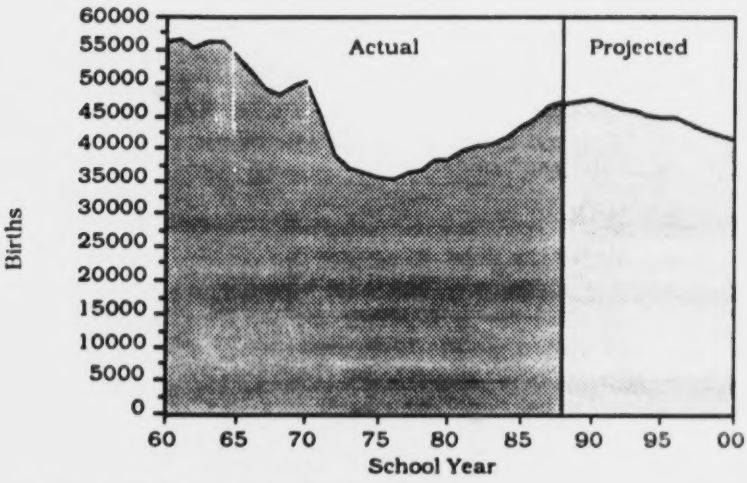

Figure 9. Births 1960 to 2000

Births. The primary factor in the projection of elementary and secondary enrollments is the births to Connecticut residents. Projecting births is dependent on an estimation of the women of child-bearing age (15-44) and their fertility. The "baby boom" of the 1960s was a period of high fertility and increasing numbers of women of child-bearing age. The "baby bust" of the 1970s was a period of drastic declines in fertility in the face of increases in the number of women between the ages of 15 and 44. It was also a time when more women entered the work force and postponed the age of initial childbirth. The "baby-boom echo" of the late 1970 and 1980s is a result of the original baby boomers entering the child-bearing ages. The decline in births that is expected to begin in the early 1990s will come as the reduced numbers of women born during the baby bust years of the 1970s enter child-bearing age.

The number of births peaked at 57,046 in 1961, increasing from 33,500 after World War II. Births were above 55,000 for the years 1960 through 1964. From 1965 to 1970 the number of annual births to Connecticut residents was about 50,000. Between 1970 and 1976 births declined rapidly, reaching a low of 35,607. Since 1976, births have edged upward and reached 46,941 in 1987. Births are projected to increase through 1990 when slightly more than 48,200 babies are expected. Declines to about 42,200 births in the year 2000 are projected. United States Census Bureau estimates and projections of women of child-bearing age have been utilized. National projections place births peaking in 1987 or 1988. We anticipate Connecticut births to increase through 1990 because women in Connecticut tend to have children at a later age than women nationally.

Attrition. High school attrition, those students who leave Connecticut public schools before obtaining a diploma, is estimated by comparing the total number of students in Grades 9-12 one year with the number in Grades 10-12 plus graduates the next year. The primary reason for attrition is students' dropping out of school. Other factors include deaths, transfers to or from the state's nonpublic schools, migration to or from the state, retention in grade, or early transfers. (An in-progress department study of dropouts in 25 districts with the highest attrition rates appears to find that 91 percent of the attrition could be attributed to dropouts.) The rules governing the reporting of special education students in grade also can influence the reported rate.

Significant numbers of Connecticut high school students leave school before obtaining a diploma. Between September 1987 and September 1988, Connecticut public schools lost 9,958 students for

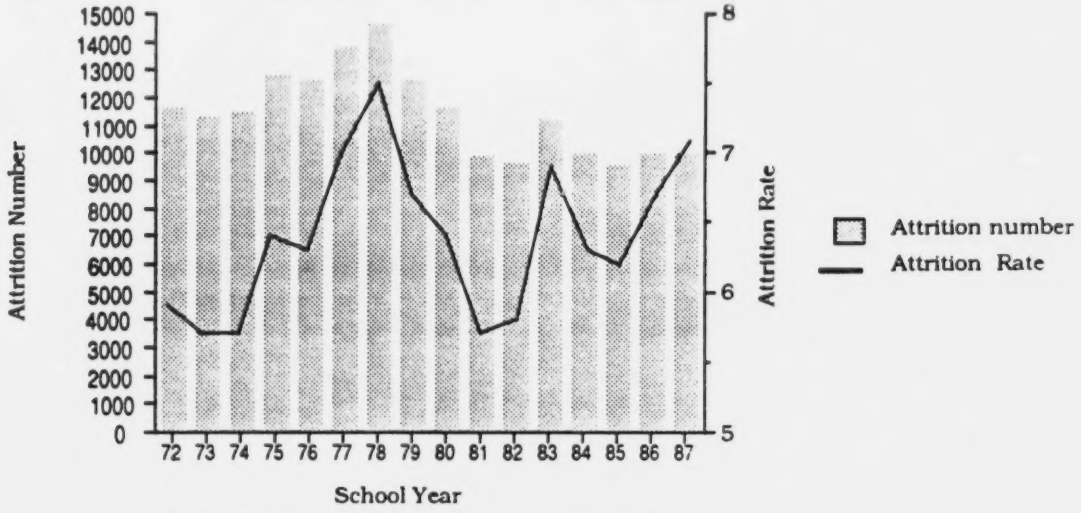

Figure 10, High School Attrition 1972 to 1987

an attrition rate of 7.1 percent of the high school population. Attrition rates have been as low as 5.7 percent (1973, 1974, and 1981) and as high as 7.5 percent (1978). If the current rate of 7.1 percent continues, there are likely to be more students dropping out of high school than entering the labor market in 1994. This highlights the importance of dropout prevention programs and adult education programs .

Migration. After births, migration has the strongest influence on enrollment projections. When Connecticut's economy is strong relative to the nation, we can expect a net movement of working-age people and their children to the state. When the economy cools, a net out-migration can be expected.

There is no available direct measure of migration of school-age children. Nationally migration is estimated by county through an examination of income tax records, but this analysis does not provide age-specific migration rates. Currently we use as an estimate the grade-to-grade movement of students in grades 2 through 8. In this grade span few children are retained, mortality is low, there is little movement to or from nonpublic schools and there are few dropouts. In these grades the primary factor of change is migration. Our estimate also includes an adjustment for changes in the reporting of special education students.

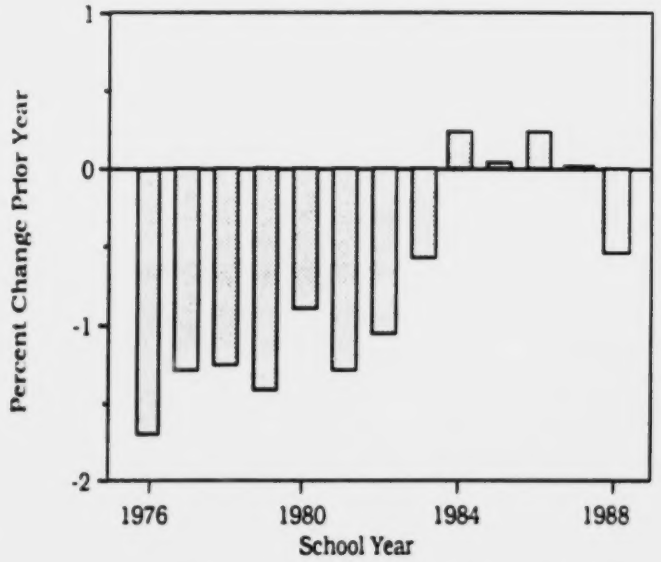

Figure 11, Estimated Migration 1976 to 1988

Connecticut is estimated to have had a net out-migration of school-age children for nine of the past thirteen years. Net in-migration occurred only during the 1983 through 1987 period. There was an estimated out-migration between 1987 and 1988, but its magnitude was less than that observed between 1975 and 1982.

For these projections, trends in migration are more reliable than the absolute numbers. The projections are based on 1984 to 1988 enrollments, a period of relatively high migration. In the past two years the migration trend has turned downward. If this trend continues, there is a strong likelihood that these projections will run slightly high.

Nonpublic Enrollment. The nonpublic schools are a significant factor in Connecticut public school enrollment projections. In 1988, there were 183 Catholic schools run by the Bridgeport, Hartford and Norwich dioceses, 33 Christian academies, 22 schools with other religious affiliations, and 76 independent schools.

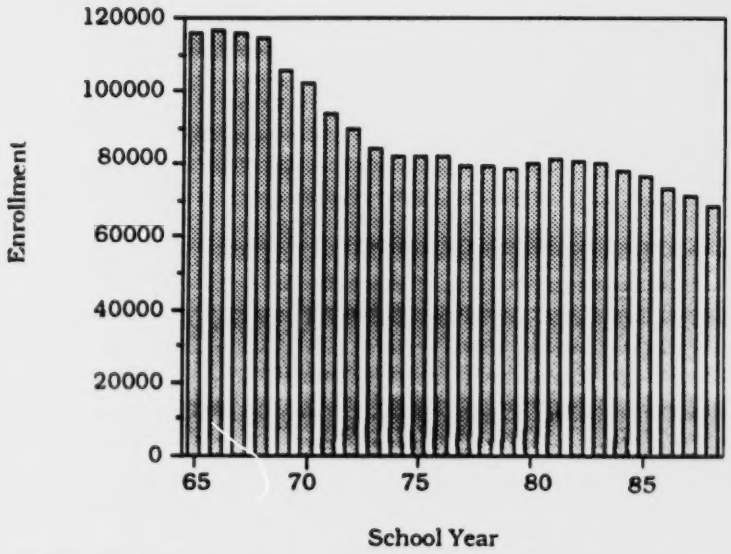

Figure 12. Nonpublic Enrollment of Connecticut Residents 1965 to 1988

In 1988 the nonpublic schools enrolled 68,559 Connecticut residents or 12.9 percent of all residents educated in state. The number of residents educated in private schools out of state is unknown. At their 1966 peak, the nonpublic schools enrolled 116,442 youngsters or 16.2 percent of all resident students. Nonpublic enrollments trended downward from the 1966 levels to about 80,000 students in 1977 and remained at that level through 1983. Since 1983, nonpublic enrollment has declined by about 11,800 students. Between 1971 and 1980 the nonpublic schools enrolled less than 12.9 percent of resident students. The lowest percentage, 11.1, was recorded in 1974.

ACCURACY OF PRIOR PROJECTIONS

In the Publication *Public School Enrollment Projections Through 2000*, we projected that the Connecticut public schools would enroll 452,327 pupils in 1988. This five-year old projection, published in 1984, was 2.6 percent below the observed count of 464,445. This translates into an average annual error rate of 0.5 percent. A change in the migration patterns from those observed in the 1978 to 1983 baseline period is thought to be the primary reason the projection fell short of the observed count. Nevertheless, this error rate is sufficiently low to have a high level of confidence in the trends expected.

SUMMARY AND IMPLICATIONS

This report highlights the enrollment trends from 1970 to 1988 and projects trends through the beginning of the 21st century for the Connecticut public schools. These trends generally follow the cycle of births. The cycle was downward between 1961 and 1976 and is currently in an upward cycle that is projected to end in 1990. The cycle is forecast to turn downward once again in the 1990s through the first part of the next century.

The primary focus of this report is to provide statewide results to inform policy-makers considering the issues of the teacher labor market, school facilities, and recruitment pool for colleges and business and industry. The analysis of the general enrollment trends suggests the following implications for policy-makers:

(1) Currently districts are facing difficult policy choices in accommodating the enrollment growth in elementary schools. Their choices include increasing class size, shifting a grade from one school level to another, reallocating existing space, or finding new space to house the influx of new students.

(2) The cost of obtaining space may seriously curtail the implementation or expansion of extended-day kindergarten programs or other early childhood programs.

(3) The reduced number of high school seniors will set up increased competition among (a) businesses to fill part-time positions, (b) colleges for the college-bound student, and (c) business and industry and the military for the high school student entering the labor market.

(4) The continuing enrollment decline at high school will put significant pressures on superintendents to reduce staff and cut courses with low enrollment in order to reduce costs. They may consider increased use of video technology, cooperative programs with neighboring schools, or regionalization to moderate costs while providing an appropriate scope and sequence of courses.

(5) The high school enrollment decline has moderated the demand for subject-area teachers. Most schools have had a sufficient supply of qualified teachers to meet the demand. In the long run, however, policy- makers must be concerned with people not considering teaching as a career because of the difficulty in obtaining employment. This could happen in the late 1990s when the number of college graduates is low and the demand for teachers is increasing.

Appendix A. Projection Methodology

These projections were made using cohort survival methodology, a standard for projection of enrollments. The underlying assumption of the model is that enrollment changes in the recent past are predictive of changes in the near future. The model uses observed changes in enrollment from one grade to the next over time to make projections. Factors such as retention, migration, deaths, or dropouts are not isolated but are encompassed in the observed grade-to-grade changes. Kindergarten enrollment is projected from births five years earlier.

The coefficients used to predict future enrollment are based on an average of the observed grade-to-grade changes over the last five years with the more recent years weighted more heavily. Kindergarten enrollment was predicted using birth to kindergarten trends observed over the past three years instead of five years because an increasing trend was detected.

The data for the projections were taken from form ED025, *the Pupil Data Report.* This is the official report of enrollments as of October 1. Assignment of pupils to grades on this form is not as straightforward as it sounds. In 1988, for example, the directions were modified to have districts report as many special education students in grade as possible with the remainder reported as ungraded. Prior to that, the directions read to report students in special education greater than 50 percent of the time as ungraded. This change had the effect of inflating grade enrollments in 1988. Adjustments were made in the data before the projections were made. Changes in the reporting of special education students also appear to have been made in 1982 and 1984. Other flexibility in grade reported occurs in the reporting of students in K-1 transition programs and in the reporting of high school students, where grade can depend on earned credits, English grade or other locally established criteria.

The methodology to produce the projection of minority prevalence was slightly different. To reach these conclusions on the growth of minority populations, separate projections were run for whites and each of the four minority groups. Unlike the projections of total population, we were unable to use births to project kindergarten enrollments because births by ethnicity were not available prior to 1988. Kindergarten enrollments were estimated by projecting forward the change in the proportion of minorities observed in kindergarten between 1980 and 1988. The data for the minority projections were taken from ED-152, *the Racial Survey.*

Appendix B. Enrollment in Connecticut Public Schools 1970 to 2005

School Year	K-5	6-8	9-12	Ungraded*	Total
		Actual			
1970	324,390	151,618	183,208	11,930	671,146
1971	318,577	153,881	191,681	11,810	675,949
1972	309,499	154,754	196,939	13,187	674,379
1973	300,023	154,519	198,324	14,222	667,088
1974	290,756	155,324	200,179	14,512	660,771
1975	282,281	152,686	200,954	16,456	652,377
1976	268,916	150,316	198,903	16,900	635,035
1977	257,216	143,132	197,544	18,497	616,389
1978	243,955	135,618	194,533	19,576	593,682
1979	231,873	128,194	187,722	21,372	569,161
1980	219,597	124,655	181,818	22,756	548,826
1981	206,474	122,887	173,895	22,376	525,632
1982	198,907	121,017	166,675	19,476	506,075
1983	196,658	114,172	161,743	18,932	491,505
1984	197,155	105,062	157,057	22,102	481,376
1985	200,356	98,117	153,168	23,722	475,363
1986	206,060	95,273	147,890	23,394	472,617
1987	211,856	94,101	138,766	23,661	468,384
1987#	214,561	96,313	140,611	16,899	468,384
1988	219,528	95,837	132,067	17,013	464,445
		Projected			
1989	224,718	96,920	125,867	17,013	464,518
1990	230,464	99,745	122,580	17,013	469,802
1991	236,141	102,439	122,306	17,013	477,899
1992	242,611	105,578	123,123	17,013	488,325
1993	248,824	108,521	125,407	17,013	499,765
1994	255,052	110,670	129,027	17,013	511,762
1995	260,577	112,638	132,622	17,013	522,850
1996	264,099	115,280	136,503	17,013	532,895
1997	265,956	118,591	139,375	17,013	540,935
1998	265,441	122,885	142,202	17,013	547,541
1999	263,842	126,215	145,724	17,013	552,794
2000	261,624	129,004	149,128	17,013	556,769
2001	259,190	130,152	154,140	17,013	560,495
2002	256,117	130,328	158,771	17,013	562,229
2003	252,902	129,437	162,127	17,013	561,479
2004	249,472	127,871	164,813	17,013	559,169
2005	245,942	126,184	165,467	17,013	554,606

* UNGRADED includes prekindergarten, special education, postgraduates, students at the three unified school districts, and adults in daytime programs in the vocational-technical schools.
#These enrollments have been adjusted to include special education in the grades when appropriate. This allows for a fair comparison between 1987 and 1988.

Appendix C. Enrollment in Selected Grades 1970 to 2005

School Year	Kindergarten	Grade 8	Grade 12
		Actual	
1970	54,709	49,543	39,303
1971	50,877	51,013	40,773
1972	48,530	51,183	42,668
1973	46,485	51,121	43,034
1974	46,781	51,970	44,432
1975	46,554	50,016	44,714
1976	42,272	50,932	44,648
1977	36,797	49,700	44,500
1978	34,213	47,548	44,192
1979	33,098	44,286	42,037
1980	32,515	42,187	42,467
1981	32,094	40,296	42,190
1982	33,245	40,959	40,532
1983	33,878	40,575	38,223
1984	34,962	38,056	36,132
1985	35,867	34,359	34,707
1986	37,101	32,046	35,072
1987	38,103	31,559	34,556
1987*	38,247	32,288	34,556
1988	38,538	31,745	32,962
		Projected	
1989	39,428	31,133	29,608
1990	41,095	32,226	27,882
1991	41,948	32,805	27,399
1992	43,874	33,942	27,073
1993	44,519	34,894	26,551
1994	44,839	35,921*	27,482
1995	45,063	36,862	27,977
1996	44,702	37,025	28,947
1997	43,921	37,882	29,758
1998	43,449	39,481	30,633
1999	42,954	40,302	31,436
2000	42,630	42,152	31,575
2001	42,601	42,773	32,307
2002	41,576	43,078	33,670
2003	40,746	43,293	34,370
2004	40,043	42,946	35,948
2005	39,432	42,197	36,478

* These enrollments have been adjusted to include special education in the grades when appropriate. This allows for a fair comparison between 1987 and 1988.

APPENDIX D. Births to Connecticut Residents 1960 to 2000

Year	Actual Births	Year	Projected Births
1960	56,659	1988	47,631
1961	57,046	1989	47,974
1962	55,480	1990	48,213
1963	56,476	1991	47,827
1964	56,611	1992	46,992
1965	54,208	1993	46,487
1966	52,131	1994	45,957
1967	49,840	1995	45,610
1968	48,633	1996	45,579
1969	50,146	1997	44,483
1970	50,738	1998	43,595
1971	45,633	1999	42,842
1972	39,477	2000	42,189
1973	37,435		
1974	36,767		
1975	35,971		
1976	35,607		
1977	36,632		
1978	37,112		
1979	38,648		
1980	38,750		
1981	39,999		
1982	40,632		
1983	41,056		
1984	42,184		
1985	43,968		
1986	44,881		
1987	46,941		

Appendix E. Nonpublic School Enrollment of Connecticut Residents, 1965 to 1988

Year	Total Connecticut Enrollment	Nonpublic Enrollment	Nonpublic as a Percent of Total Enrollment
1965	698,426	115,927	16.6
1966	720,586	116,442	16.2
1967	739,273	115,986	15.7
1968	758,532	114,459	15.1
1969	769,208	105,358	13.7
1970	772,980	101,834	13.2
1971	770,114	94,165	12.2
1972	763,941	89,562	11.7
1973	751,580	84,492	11.2
1974	742,912	82,123	11.1
1975	735,001	82,552	11.2
1976	717,195	82,195	11.5
1977	695,899	79,744	11.5
1978	672,602	79,346	11.8
1979	647,459	78,974	12.2
1980	628,039	80,031	12.7
1981	605,618	81,504	13.5
1982	586,346	81,196	13.8
1983	571,797	80,388	14.1
1984	559,775	78,399	14.0
1985	551,965	76,661	13.9
1986	545,951	73,284	13.4
1987	539,468	71,143	13.2
1988	532,199	68,559	12.9

* Includes only students whose residence is Connecticut. Prior to 1972 resident nonpublic enrollment was estimated as 94.5 percent of total nonpublic enrollment.

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